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The Origin of the Utah State Agricultural College

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THE ORIGIN OF THE UTAH STATE AGRICULTURAL COLLEGE

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Our College, one of the national land grant colleges of the United States, is sixty ^{five} ~~four~~ years old ^{tomorrow} ~~today~~, but the idea of a national insitution is many years older than that. In ~~the~~ our national constitutional convention of 1787 the proposal was made to give Congress power "to establish and provide for a national university at the seat of government of the United States." Though this proposal did not carry it was strongly supported by James Madison who has aptly been called the Father of the Constitution.

In 1790 George Washington, in his first message to Congress suggested the institution of a national university and in 1796 he defintely recommended such an institution. In 1806 Thomas Jefferson revived the idea of a national college and elaborate plans were submitted to Congress but the bill was lost by an economy minded Congress. Thus while Utah was still a "howling wilderness " the first Presidents planned a national institution.

In the early decades of the nineteenth century popular government was ^{developing} ~~in~~ ^{through the} ~~creaded by~~ states adopting manhood suffrage. As this movement grew many thoughtful Americans expressed ^{the} belief that an educated citizenship was necessary if our Republic ^{were} ~~was~~ to endure. One of the earliest of our leaders to offer a definite proposal was Professor Jonathan B. Turner of Illinois College. As early as 1833 he became interested in education for the masses. As a boyhood friend of Lincoln he had discussed his plans with him. After indicating the type of liberal education ^{needed} for the professional classes Professor Turner added "The industrial class needs a similar system of liberal education for their own class". By industrial class he meant all of the people not included in the professions of law, medicine and the clergy. He advocated an institution for the industrial classes in every state. This was one of the earliest suggestions for democratic college education in America and it was proposed at a time when such education existed for only a limited portion of our population. In 1852 Professor Turner proposed a grant of

public lands by Congress to each state to establish such schools. As the Illinois legislature asked Congress to support a land grant in 1853 ^{Harvey} Harold Greeley, one of America's greatest editors wrote in his powerful New York Tribune February 26, 1853 as follows: "Here is a principle contended for by the friends of practical education abundantly confirmed, with a plan for its immediate realization.... The Legislature of Illinois has taken a noble step forward in a most liberal and patriotic spirit, for which its members will be most heartily thanked by thousands throughout the Union. We feel that this step has materially hastened the coming of scientific and practical education for all who desire and are willing to work for it. It cannot come too soon." In the election of 1860 Professor Turner's plans had promise of success when Abraham Lincoln said, "If I am elected I will sign your bill".

December 16, 1861 Representative Justin Morrill of Vermont introduced the land-grant bill a second time since President Buchanan had vetoed the first bill. It provided for "donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." Mr. Morrill defended his bill vigorously and ably and stated the purposed and necessity of it as follows:

"This bill proposes to establish at least one college in each state upon a sure and perpetual foundation, accessible to all, but especially to the sons of toil, where all the needful science for the practical avocations of life shall be taught, where neither the higher graces of classical studies nor the military drill our country now so greatly appreciates will be entirely ignored, and where agriculture, the foundation of all present and future prosperity, may look for troops of earnest friends, studying its familiar and recondite economics, and at last elevating it to that higher level where it may fearlessly invoke comparison with the most advanced standards of the world."

The bill stated the support of at least one college in each state "where the leading object shall be, without excluding other scientific and classical studies,

and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life". Thus Mr. Morrill's bill provided not a narrow but a broad and liberal education.

July 2, 1862 President Abraham Lincoln signed the bill. His heart was heavy since he just received the news of the retreat of the Union Army under command of General McClellan before the armies of General Lee. But the bill he signed provided the military training so essential to the preservation of our country in wars to come and the act also offered an education for the young men and women of America.

In 1888, Twenty-six years after the Land-Grant Act was passed, Representative Anthon H. Lund of Sanpete County introduced the bill to create such a college in Utah. The idea of education for the people of rural Utah came to him while he was on a mission to Denmark. His companion and he had visited some agricultural schools in that country and he was very much impressed by what he saw. He said to his friend, "Brother Olson we must have something like that for our beloved Utah". Returning home, Mr. Lund learned about the Morrill land grant act and the newly passed Hatch Act which provided \$15,000 annually for an experimental station. Fortified by this promise of federal backing he sought territorial support for the realization of his idea. The time was fortunate. The former territorial governor vetoed the appropriations bill which had been passed to meet the institutional needs of the Territory and the new governor, Caleb W. West and his associates were eager to make amends.

February 28, 1888 Representative Lund introduced in the House of Representatives H.F. No. 81, "a bill for an act to establish an agricultural college and experiment station". Later Mr. Howell of Cache County moved "to make the location of the college in Cache County". March 8, 1888, the day we celebrate as Founders Day, the bill passed both Houses unanimously. The Governor vetoed the bill which

until adjustments were made as to appointment of Trustees and then signed the bill which had again passed. The Lund Bill provided \$25,000 for the purpose of erecting suitable school buildings and purchasing land on which to conduct agricultural experiments". The act followed the terms of the federal law to teach such branches of learning "as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life". Thus Utah accepted the idea of a broad and liberal education rather than a narrow and restricted one. The act set forth the courses of instruction as follows: "the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology and such other natural sciences as may be prescribed, technology, political, rural and household economy, horticulture, moral philosophy, history, bookkeeping, and especially the application of science and the mechanic arts to practical agriculture in the field". Thus as viewed from 1888 a very broad system of education was to be offered to the young people of Utah.

March 26, 1889 the Trustees met in Logan and selected the site for the college. The Utah Journal described their efforts as follows: "Members of the party unanimously expressed themselves as greatly pleased with the location and the splendid view from either. The site on the brow of the upper hill just a little north and east of the fifth ward school seemed to give the most satisfaction..... There is somewhat about 93 acres of land in this location. There can be had an abundance of water and the soil is very fair, as good as need be wanted..... they decided to accept the site just northeast of the Fifth Ward School house. They authorized the secretary of the board to advertise for plans for a \$20,000 building."

July 29, 1889 upon the sagebrush and wild grass covered bench of Old Lake Bonneville, high enough above the valley to provide a marvelous view, the founders laid the cornerstone of a building to be used for the education of western democracy - a rural college for the masses.

The Trustees, upon the recommendation of the secretary, Mr. John T. Caine Jr. appointed Mr. Jeremiah W. Sanborn of Pittsfield, New Hampshire as Director of the Experiment Station and May 7, 1890 he was appointed President of the College. The first building, affectionately known as "Old Main" to the thousands of Aggies who have passed through its hall, was completed February 22, 1890, a fitting anniversary tribute to the Father of His Country. During the summer of 1890 President Sanborn and the Trustees selected 8 teachers who were to have experiment station and extension activities in addition to teaching.

8 After proper advertising the new school opened its doors September 2, 1890 to 26 students. The enrollment the first year reached 139. During the next four years President Sanborn laid solidly the foundations of the College. He was trained in the ways of agriculture even to irrigation. He had learned agriculture on his fathers farm and at Dartmouth and Missouri, he was fitted admirably to weld the practical and liberal aspects into an educational program for the young people of Utah. His objectives were three fold, to experiment in agriculture in order to know how to improve it, to teach the young people who came to the Institution the dignity and worth of the farm and to carry the knowledge gained on College Hill to the people of the Territory.

After four difficult but creative years President Sanborn left the College which he had created and nurtured. In submitting his resignation to the Trustees he said, "The history of the College you know. Four years ago it was the sage brush, today it is most broadly based, and most completely equipped, most thoroughly manned with an industrious corps of teachers, has one of the most completely organized Experiment Stations and the plant as a whole is in the best economic working order of any known to me in the arid region, save the college of the great and wealthy State of California".

Sorrowfully President Sanborn severed his connections with the school. His creative labors left a deep impression upon the people of Utah. Sensing keenly

the needs of the students whom the Faculty and he attracted, he outlined the activities of the Institution so solidly that they have endured through the years.

With President Sanborn the origins of the College came to completion. In the next sixty ^{one} years seven Presidents have guided the college in serving the state and the intermountain region. They are Presidents J. H. Paul, Joseph M. Tanner, William J. Kerr, John A. Widtsoe, Elmer G. Peterson, Franklin S. Harris and our present leader President Louis Linden Madsen. Each has served well, each has made a definite contribution to the growth of the college. We are proud of the position which the college occupies in Utah. We have added to Utah's resources by experimentation, we have carried the truths discovered by our scientists to the people of the State through the extension of division and we have taught ^{you and} your sons and daughters within the walls of the College. ~~In including I believe a~~
~~from President, Dr. I believe~~

History of Utah State Agricultural College

By

Dr Joel E. Ricks, Professor of History

August 1847 Mormon pioneers explored Cache Valley and reported it to be the most beautiful valley they had seen. Undoubtedly they saw the sage brush bench of old Lake Bonneville which was to be the campus of Utah State Agricultural College. Fifteen years later President Lincoln signed the Land-Grant-College Act and in 1888 Anthon H. Lund introduced a bill "to establish an agricultural college and experiment station." The act provided "the leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agricultural and mechanical arts, and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

September 5, 1890, in the newly completed south wing of "Old Main", President Jeremiah W. Sanborn and his faculty of eight welcomed the first students. He said, "The educational policy of the Institution never overlooks the fact that man is of supreme moment...man's supremest pleasure must come from mental culture and so a liberal education accompanies a practical one." These words of President Sanborn have formed the cornerstone of institutional policy since his day. This son of New Hampshire was firm, deeply religious and democratic, broad minded and tolerant, polished and practical.

Following the capable administrations of Dr. J. H. Paul and Dr. J. M. Tanner, Dr. William J. Kerr became President in 1900. According to one of his contemporaries, "his whole ambition was to build up and enlarge the Institution in all respects." Departments were transformed into schools, and mining, electrical engineering, and music were added. Masterful, meticulous and indomitable though he was, President Kerr could not combat successfully the forces in the state which curtailed the activities of the College.

Dr. John A. Widtsoe succeeded President Kerr in 1907. Scholarly, peace loving, ambitious and industrious, he guided the Institution from the troublesome times of his predecessor into a quieter haven. His principles were, "first the education shall be brought within the reach of the masses of the people; second, that education shall aim to prepare men and women for the real work of the world of any and all kinds, and third, that the applicants of modern science have made the common pursuits desirable from an intellectual and financial point of view." Though he was curbed by state legislation, President Widtsoe advanced the activity of the College to the utmost. With the increase of state high schools and through the efforts of the President and faculty, more students came to the Institution and the raising of college standards increased the number of graduates from 3 in 1907 to 110 in 1916. Dr. Widtsoe did much to popularize the College throughout the state.

In 1916 the Board of Trustees elected Dr. Elmer G. Peterson President. For twenty-nine momentous years he guided the destiny of the Institution. Tactful, far sighted, devoted in his interest ^{to} in the College which was his Alma Mater, he sought to "anchor" the Institution so firmly on the "Hill" that its independent existence would be secured forever. In the years of war, depression and war again, President Peterson and the faculty ^{developed} ~~expanded~~ the Institution through ^{adding to} ~~increasing~~ the number of buildings, increasing the student body and enlarging the course of study. In 1926 the College was accredited by the Association of American Universities. In 1927 the Peter's Bill, the "Magna Carta" of the College expanded the curriculum of the school to cover the purposes announced by the founding fathers. From that time on the School increased its broad offerings so that it could realize the full possibilities of the Land Grant Act. During the Second World War, Army Air Force Training, Civilian Pilot Training, War Production Training, Naval Radio Training, Army Specialized Training and Engineering Science Management, War Training Programs were given by the College.

In 1945 Dr. Franklin S. Harris became the seventh president. Cosmopolitan, frank, and affable, with a record of scientific and government missions to twelve foreign countries, the new president has shown a great interest in people, a friendly desire to improve faculty relations, and an ability for direct action. In his job ~~of~~ ^{ing} adjust the College from war to peace and world understanding, he has led the way in securing equipment and buildings worth many hundred thousand dollars especially ~~to house~~ ^{for housing} the thousands of "G. I.'s" who have come to the campus. This Centennial Year the enrollment has reached an all time high mark of 4496 regular students in addition to 3,282 receiving credit in special courses.

During the fifty-eight years loyal and capable faculties have carried on the tradition of democratic education, The scientists of the Experiment Station in their research have added millions of dollars in agriculture and animal husbandry, and the Extension Division has taken into almost every home in Utah a "liberal and practical education."

A BRIEF HISTORY OF THE UTAH STATE AGRICULTURAL COLLEGE 1888-1945

DR. JOEL E. RICKS, PROFESSOR OF HISTORY

On July 2, 1862, one of the darkest days of the Civil War while the Union Army reeled before the attack of Lee's forces, President Lincoln signed the Land Grant College Act for the creation of colleges in the various states and territories for the education of the common people of the United States. Accepting the terms of this Act the Utah Territorial Legislature of 1888 passed House Bill No. 81 "to establish an agricultural college and experiment station." By the terms of Mr. Anthon H. Lund's bill "The leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agriculture and the mechanical arts, and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." The term "industrial classes" implied everyone not preparing for the professions such as medicine and law. This Act was signed by Governor Caleb West March 8, 1888. This is the day the College celebrates as Founder's Day.

From New Hampshire in 1890 came Jeremiah W. Sanborn to become the first president of the new College and ~~from~~ he brought to Utah his ripe experiences in culture and scientific agriculture to add to basic rural foundations so well established by the Mormon pioneers. The first class activity of the embryo institution began September 5, 1890 in the ~~southern~~ ^Wing of what is now called "Old Main." The first year the new President and eight faculty members, in classes and in daily chapel, taught the federal program of liberal education to one hundred and thirty nine students. The enthusiastic leader reflected the educational philosophy of the faculty and of the College in years to come when he wrote: "The educational policy of the institution never overlooks the fact that man is of supreme moment. Man's supremest pleasure must come from mental culture, and so a liberal education accompanies a practical one." After four

years of democratic direction, in which he had seen the faculty grow from nine to nineteen members and the student body to three hundred and sixty[?] six and the south wing, to Old Main ~~minus the front portion~~. President Sanborn in leaving summed up the achievements of his four years of leadership as follows: "The history of the College you know. Four years ago it was in sage brush; today it is most broadly based, most completely equipped, most thoroughly manned with an industrious corps of teachers, has one of the most completely organized Experiment Stations and the plant as a whole in the best economic working order of any known to me in the arid region, save the College of the great and wealthy State of California."

The next six years, to 1900, Dr. J. H. Paul then Dr. J. M. Tanner, succeeded President Sanborn and carried forward his educational ideals. The curriculum was expanded and the student body enrollment reached a peak of four hundred and ninety[?] seven in 1896. The quality of scholarship was improved by the addition to the faculty of a group of young instructors known as the "Harvard Crowd." They came to the College fresh from the Harvard Yard and tried to teach their students the learning they had acquired. They possessed an intellectual toughness and eagerness which made examination time a tearful period. Nevertheless, this group raised the intellectual standards of education on the campus and two of them later became College presidents. In the formative ten years the foundations of the College were well laid but the faculty was still small and the curriculum was meager.

With the coming of Dr. William J. Kerr as President in 1900, preparation was made for the College to surge forward. As stated by one of his contemporaries "his whole ambition was to build up and enlarge the institution in all respects." He believed the College was ready for a flowering of the ideas of the Founders. To a convention of the Association of Land Grant Colleges in 1905 he said,

"It is evident, therefore, that the work of the land-grant colleges should

cover a broad field, including not only the technical courses required in the development of the varied industries and resources of the country, with thorough training in all the fundamental cognate sciences; but also the general training in language, literature, history and civics, which constitutes an essential part of a liberal education. . . . The modern demands in education forbid that any State institution of higher learning should be confined to a narrowly prescribed course of instruction."

Immediately President Kerr began a thorough reorganization and expansion of the College. He wrote a Constitution for the government of the faculty and students designating their relations one to the other and of both to the Executive. He expanded the College to include the schools of Agriculture, Engineering, Domestic Arts, Commerce, Manual Training and General Science. However, his plans were cut short by a proposal in the State Legislature for the consolidation of the University of Utah and the Agricultural College. Though the proposal failed, an act was passed in 1905 which curtailed seriously the curriculum of the Institution. In spite of the consolidation controversy, the faculty increased from thirty-three to sixty and the student enrollment from three hundred and eighty to seven hundred and six in the seven years of President Kerr's leadership. He left the College in 1907 to become President of Oregon State College.

Though the ^{institution}~~School~~ was seriously handicapped by the Act of 1905, Dr. John A. Widtsoe set forth as executive in ¹⁹⁰⁷~~1905~~ with determination to raise the quality of the College work and to expand the courses to the fullest possibilities of the law. The increasing number of state high schools in the second decade of the Twentieth Century made it possible to raise the entrance requirements, to drop many courses of a sub-college level, and to increase collegiate offerings. Under such emphasis the number of College graduates rose from three in 1907 to one hundred and ten in 1916. By lectures, by writings and by administrative decisions, ^{Dr. Widtsoe}~~he~~ stressed Agriculture, Domestic Arts and Science and

Mechanic Arts. He encouraged ambitious and talented students to seek advanced degrees. Of this group several were to return in important capacities. To the Mechanic Arts and Dormitory Buildings of earlier administrations were added the Smart gymnasium and an appropriation for the building of Widtsoe Hall. In 1916 President Widtsoe ^{resigned} ~~left the campus~~ to become President of the University of Utah.

For over half of the existing years of the College, Dr. Elmer G. Peterson, who in 1916 was made President, has administered its affairs. It has been his task to lead the College through the close of the First World War, through peace, through depression and well into the Second World War. Such a task has been monumental. The youngest of the Presidents of the College when he entered his term of office, he was also the first graduate of the Institution to be its Chief Executive. He has seen the College expand far beyond the fondest dreams of the earlier Presidents. Having been a student during the period of the fight over consolidation, he sought as President to "anchor" the College so firmly upon the hill that its independent existence would be secured forever. To accomplish this, he set forth to enlarge the housing facilities of the School and to put in practice the ideas of the Founders by legislation which would repeal the Act of 1905 and expand the curriculum greatly. He sought also to increase the enrollment. The growth of the College since 1916 shows how well his ambitions were realized. In war and peace the buildings constructed during his administration form an impressive list. The more important of them are the Animal Husbandry, the Engineering and the Plant Industry Buildings, constructed during the First World War, the Home Management Building, the Stadium, the New Library, the Home Economics-Commons Building, the Stadium House, the Women's Residence Hall, the Field House, the Military Building and the Rural Arts Building. These major buildings give the campus a most imposing appearance in comparison with the sage brush "bench" of 1890.

The contribution of the College to the First World War was ^{outstanding} ~~impressive~~, as

it furnished 1376 young men for the fighting forces, thirty-three losing their lives in the service, it trained 450 men in the Reserve Officer's Training Corps, it gave technical training and military drill to 680 men, and it drilled 750 young men in the Student's Army Training Corps in addition to its great aid in leading in the mobilization of the resources of the state in the nation's great hour of need.

During the Great Depression and after, the enrollment of regular students of the College rose rapidly from 875 in 1916 to 3393 in 1940. Though ~~the~~ ^{it} ~~enrollment~~ rose above the 1940 figure in later years it was because of war trainees. During the Second World War in the period from 1941 to 1944, 11,767 soldiers, sailors, marines and civilians were given special training. About 1500 members of the armed forces were housed, ~~meased~~ ^{fed} and trained at the College. Army Air Force Training, Civilian Pilot Training, War Production Training, Naval Radio Training, Army Specialized Training, and Engineering Science Management War Training Programs were given by the College to assist the war effort. As the civilian enrollment declined many of the Faculty Members taught these war courses.

Since 1916 the College curriculum has been expanded greatly from its very restrictive character of 1905. Agriculture, Domestic Arts and Sciences and Mechanic Arts had increased in the curriculums of President Widtsoe's administration. In 1921, by law, pedagogy was added and the preparation of teachers became an important function of the Institution. In 1926 the School was admitted to the accepted list of the Association of American Universities which gave it "the mark of quality in scholarship in American institutions." In 1927 the Peter's Bill, signed by Governor George H. Dern, made possible the expansion of the curriculum of the College to meet again the purposes of the Founders. Through this Act, Engineering, Education, Commerce and the Arts and Sciences were given opportunity for full development.

From its beginning the College has maintained the democratic ideals of

its founders and the high moral character of the pioneers who founded this commonwealth in 1847. During the fifty-five years that courses have been taught on the campus the six Presidents and hundreds of teachers have taken the purposes of the founders in education for the common man and have made these purposes realities.

THE LAND GRANT COLLEGES
and the
UTAH STATE AGRICULTURAL COLLEGE

by Joel E. Ricks

Land Grant Colleges originated in the minds of men before they were created by law. Early American leaders saw the necessity of providing college education for the young people of the United States in order to make democracy function intelligently. The rise of rural democracy, under Andrew Jackson who symbolized the achievement of manhood suffrage and under Abraham Lincoln who challenged the political leadership of Southern aristocracy and who led the fight for the establishment of rural democracy in a position of leadership in Washington, attracted to the movement many idealistic leaders who sensed that a competent democracy required trained and intelligent citizens to make it function. These idealists offered systems of education. Many of them suggested federal aid for such educational adventures.

Professor Jonathan B. Turner of Illinois, one of the early exponents of federal aid in 1846 said:

"All civilized society is necessarily divided into two distinctive cooperative, not antagonistic, classes: a small class whose proper business it is to teach the true principles of religion, law, medicine, science, art and literature; and of a much larger class, who are engaged in some form of labor in agriculture, commerce and the arts."

Professor Turner held that the college education of the day was for the professional classes and that none existed for the remainder whom he termed the "industrial classes." He had correctly assessed the limited

purposes of the colleges of his day--a day before the democratic ideal fermented educational systems. He said that the industrial classes should have similar facilities to the professional groups "for understanding the true philosophy, the science and the art of their several pursuits, and of efficiently applying existing knowledge thereto and widening its domain."² In 1852 Professor Turner suggested a grant of land for these industrial universities and in 1853 the Legislature of Illinois incorporated the ideas of Turner into a resolution to Congress, asking for five hundred thousand dollars to endow industrial universities in each state "for the more liberal and practical education of our industrial classes and their teachers; a liberal and varied education adapted to the manifold want of a practical and enterprizing people."³

Representative Justin S. Morrill of Vermont introduced the Land Grant Act in 1857 but it received the veto of President Buchanan. He introduced the bill again in 1861 and it passed both Houses of Congress and was signed by Abraham Lincoln July 2, 1862.

The act provided for the "maintenance of at least one college (in every state) where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."⁴

2. Ibid., p. 87.

3. Ibid., p. 91.

4. Congressional Globe, 2nd Session, 37th Congress, 1861-2, Appendix p.386.

In defense of his bill Mr. Morrill stated: "This bill proposes to establish at least one college in each state upon a sure and perpetual foundation accessible to all but especially to the sons of toil, where all the needful science for the practical avocations of life shall be taught, where neither the higher graces of classical studies nor the military drill our country now so greatly appreciates will be entirely ignored."⁵

In 1888, the very year that Utah accepted the terms of the Land Grant Act and passed an act creating the College, Mr. Morrill speaking before the Vermont Legislature on the meaning of his act said:

"Obviously not manual but intellectual instruction was the paramount object. It was not provided that agricultural labor in the field should be practically taught any more than that the mechanical trade of a carpenter or blacksmith should be taught. Secondly, it was a liberal education that was proposed. Classical studies were not to be excluded and therefore must be included. The act of 1862 proposed a system of brood education by colleges not limited to a superficial and dwarfed training, such as might be had in an industrial school nor a mere manual training such as might be supplied by a foreman of a workshop or by a foreman of an experimental farm."⁶

Some states included the provisions of the Morrill Act in their newly established universities, other states and territories such as Utah used the grant of the Land Grant Act plus additional federal money

5. Ibid., Part 3, p. 1935.

6. True, A.C., History of Agricultural Education in the United States, pp. 108-109.

to establish separate land grant colleges and experiment stations. Utah thus accepted with the federal lands and money which came to her also the responsibility to provide " a liberal education for the masses."

THE LAND ACT

Mr. Anthon H. Lund, the author of the Utah Act, while in Denmark observed the beneficial nature of popular education there, especially in regard to agriculture. After his return to Utah, he was elected to the Territory Legislature of Utah. He studied the terms of the Morrill Act and subsequent federal legislation for Experiment Stations and in 1888 Mr. Lund introduced a bill "to establish an agricultural college and experiment station."⁷ March 8, 1888 Governor West signed the bill.

That Mr. Lund, in his bill, accepted the ideas of the Morrill Act and desired the liberal education announced in that act, is shown by the terms of the Utah Act. It stated:

"The Leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agriculture and the mechanical arts, and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."⁸

Regarding the courses of instruction the Lund Act provided:

"...the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology and such other

7. House Journal of the Twenty-Eighth Session of the Legislative Assembly of the Territory of Utah, 1888, p. 122.

8. Laws of the Territory of Utah, 1888, p. 217.

natural sciences as may be prescribed, technology, political, rural and household economy, horticulture, moral philosophy, history, bookkeeping and especially the application of science and the mechanic arts to practical agriculture in the field."⁹

Thus the Lund Act affirmed the purposes and meaning of the Morrill Act. It was probably unfortunate that the term "agricultural college" was used in the Lund Act to designate an educational institution which held agriculture in very high regard but had a very much broader purpose to give a liberal education to the sons and daughters of Utah.

9. Ibid., p. 218.